

THESIS
AN ANALYSIS OF TEACHER TALK IN EFL CLASSROOM INTERACTION



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**Presented in Partial Fulfilment of the Requirements for Sarjana Pendidikan
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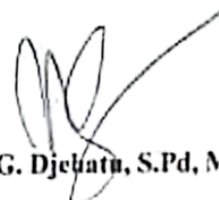
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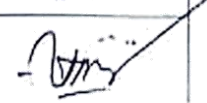
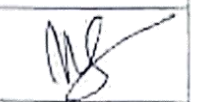
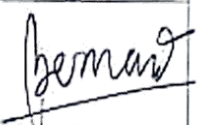
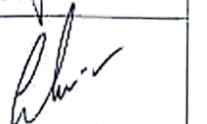

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MOTTO

“There is always a hopes for those who often pray, there is always a way for those who often try”(IRWANTO SYAMSUALAM)

DEDICATION

This thesis is specifically devoted to my beloved:

1. Parents Yakobus Juma and Florentina Muliati
2. Brothers Badik Jando and Edwin Moke
3. Sister Olin Tete
4. Almamater Widya Mandira Catholic university

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Kupang, 22 January 2024

The Writer

ABSTRACT

An Analysis Of Teacher Talk In EFL Classroom Interaction

The objective of this research was to identify the categories of teachers' speech that occur in an English as a Foreign Language (EFL) classroom, as well as the different types of teacher speak. The data was obtained through observation of an English teacher at SMPK Adisucipto and attended by 30 students in class VIIIA. The observation was conducted during a single meeting (40 minute), which was also recorded on camera. The data were subsequently examined with Flanders' (1970) framework for instructors' discourse, namely the Flanders Interaction Analysis Categories (FIAC). The results revealed that the most prevalent category was questioning, accounting for 40.17% of the total occurrences. This was followed by giving directions at 17.85%, lecturing at 16.96%, utilising students' ideas at 11.60%, praising or encouraging at 8.03%, acknowledging students' feelings at 4.46%, and the least frequent category of teacher talk, criticising and justifying authority, at 1.78%. Among the many categories, questioning was the most frequent category observed in the classroom. The observed categories arose organically in response to the learning context. Furthermore, examining the discourse of teachers in the classroom would be advantageous for educators in order to strategize and execute more effective learning scenarios. The English teacher should increase the frequency of utilising English in class. The teacher and students collaborate to establish a classroom environment that fosters the students' confidence in initiating English language interactions. The children will exhibit enhanced attentiveness and focus on the teacher's discourse. This will facilitate students' engagement with the questions provided by the teacher for discussion.

Keywords: teacher talk categories, Classroom, Flanders Interaction Analysis Categories (FIAC)

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kategori pembicaraan guru yang terjadi di kelas EFL dan jenis pembicaraan guru. Data diperoleh melalui observasi pada seorang guru bahasa Inggris di SMPK Adisucipto dan dihadiri oleh 30 siswa di kelas VIII A. Observasi dilakukan dalam satu kali pertemuan (40 menit) disertai dengan rekaman video. Data tersebut kemudian dianalisis menggunakan kerangka ceramah guru yang dikemukakan oleh Flanders (1970) yaitu Flanders Interaction Analysis Categories (FIAC). Hasil temuan menunjukkan bahwa kategori yang paling banyak muncul adalah bertanya dengan frekuensi 40,17%, disusul memberi arahan 17,85%, kemudian menceramahi 16,96%, menggunakan gagasan siswa 11,60%, memuji atau menyemangati 8,03%, menerima perasaan siswa sebesar 4,46%, dan kategori pembicaraan guru yang paling sedikit sebesar 1,78% adalah Mengkritik dan membenarkan wewenang. Dari berbagai kategori tersebut, mengajukan pertanyaan merupakan kategori yang paling banyak muncul di kelas. Kategori yang terjadi terjadi secara alamiah dengan mempertimbangkan situasi pembelajaran yang berlangsung. Selain itu, analisis pembicaraan guru di kelas akan bermanfaat bagi guru untuk merencanakan dan melaksanakan situasi pembelajaran yang lebih baik. Guru bahasa Inggris perlu lebih sering menggunakan bahasa Inggris di kelas. Guru dan siswa bersama-sama menciptakan situasi kelas yang membuat siswa merasa nyaman untuk memulai interaksi menggunakan bahasa Inggris. Siswa akan lebih memperhatikan dan berkonsentrasi pada apa yang dikatakan guru. Hal ini akan memudahkan siswa dalam mengerjakan soal-soal yang akan diberikan guru untuk diskusi.

Kata kunci: kategori pembicaraan guru, Kelas, Flanders Interaction Analysis Categories (FIAC)

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